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Hughes's Pupil Teachers' Examination Manuals.

A COMPLETE SET

OF

PUPIL TEACHERS'

GOVERNMENT EXAMINATION QUESTIONS

IN

*English Grammar, Paraphrasing, Parsing,
Analysis, Composition, and
Notes of Lessons,*

TO SEPTEMBER 1879 (INCLUSIVE).

Collected, Arranged, and Graduated by

W. J. DICKINSON,

FORMERLY LECTURER ON GRAMMAR AND EUCLID AT THE BATTERSEA TRAINING COLLEGE;

AUTHOR OF

'A PRACTICAL GRAMMAR AND ANALYSIS,' 'HOW TO TEACH GRAMMAR AND ANALYSIS,'
'THE DIFFICULTIES OF GRAMMAR AND ANALYSIS SIMPLIFIED,'
'THE DIFFICULTIES OF EUCLID SIMPLIFIED.'

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PUPIL TEACHERS' GOVERNMENT EXAMINATION QUESTIONS.

ORTHOGRAPHY.

1. Classify the letters of the English alphabet as fully as you can.
2. Comment on the English alphabet, and classify the letters.
3. The vowel *o* is used in English for three distinct sounds. Illustrate this by three English words.
4. Which letters are semi-vowels?
5. What letters of the alphabet are called *sibilants*?
6. What consonants do we call gutturals?
7. Give a careful definition of a diphthong; and give a list of English diphthongs, illustrated by English words.
8. Give a careful definition of a diphthong, and illustrate by examples.
9. Which of the consonants do we call dentals? which do we call labials? And why are they so named?
10. Classify the three *flat* consonants *b*, *d*, and *g*, and the three *sharp* consonants *p*, *t*, and *r*, as *dentals*, *gutturals*, and *labials*.
11. How many simple vowel sounds are there in English? Show how many of them are represented by the letter *a*, and illustrate the *a* sound by words.

12. Which of the consonants are flat mutes, and which sharp mutes?

13. Why might *c*, *q*, and *x* be omitted from the English alphabet.

14. Comment as fully as you can on the imperfection of the English alphabet.

15. Give examples of the guttural, labial, and dental consonants.

16. To what classes of letters do *k*, *t*, and *p* respectively belong?

17. What letters in our alphabet are superfluous?

18. Name the nasal consonants.

THE NOUN.

Classification.

1. Describe the different kinds of nouns, and illustrate what you say by sentences.

2. Classify the following nouns:—*Queen, Mary, slate, captain, steam-vessel, regiment, virtue, wealth, riches, Duke, Wellington, youth, wages, people, goods, news.*

3. What are abstract nouns? Give examples. Also write a sentence showing how an adjective is sometimes used as a noun.

4. Arrange in four separate columns the proper, common, abstract, and collective nouns which here follow:—*King, captain, Duke, people, news, virtue, multitude, council, river, committee, Board of Trade, Parliament, youth, riches, James, monster, ship.*

5. Distinguish between *collective* nouns and nouns of *multitude, abstract* and *concrete* nouns, and give examples of each kind. When are *abstract* nouns used as *concrete*?

6. Define an abstract noun; and give nouns connected by derivation with the following adjectives:—*strong, brilliant, wise, tender, simple.*

7. Define the meaning of a *collective* noun and of an *abstract*

noun ; and write sentences containing a collective noun and an abstract noun. Also comment on the noun *nobility* in the two following sentences :— ‘ He showed great nobility of mind.’ ‘ The nobility came in great numbers.’

Gender.

1. On what principle is the classification of nouns into genders now based in England? Was it always so?

2. What is the distinction in meaning between the words *sex* and *gender*? and give the feminine forms which correspond to ‘ colt,’ ‘ benefactor,’ ‘ hero,’ ‘ Marquis,’ ‘ testator.’

3. Give the feminine of *hero*, *Marquis*, *traitor*, *testator*, *fox*.

4. Give the feminine word which corresponds to the following words :— *bachelor*, *colt*, *abbot*, *hero*, *negro*.

5. Difference of sex is expressed by—(a) wholly different words, (b) partially different words, (c) an affix. Give examples.

Number.

1. Give rules for the formation of the plurals of nouns, with examples under each rule.

2. Enumerate the various methods by which English nouns form their plural. Give the plural of the following words :— *chimney*, *muff*, *staff*, *salmon*, *index*.

3. Give the plural of *loaf*, *dwarf*, *study*, *valley*, *index*, *criterion*, *bandit*.

4. Write down the plural of *penny*, *money*, *staff*, *cliff*, *grotto*, *folio*, *fox*, *ox*.

5. What are the plurals of *fairy*, *chimney*, *penny*, *gulf*, *wolf*, *potato*, *foot*, *footman*, *German*, *cloth*?

6. Describe fully the formation of the plurals of nouns in English, with examples ; and give the plural of *phenomenon*, *formula*, *appendix*, *axis*, *radius*.

7. Give instances (1) of nouns which have no singular, (2) of nouns which have no plural.

8. When is the plural suffix *s* pronounced like *z*?

9. Give the plural of *valley*, *colloquy*, *hero*, *quarto*, *loaf*, *proof*, *oasis*, *father-in-law*.

10. Describe the method by which the plural of nouns is formed, illustrate by an example in each case, and introduce if you can nouns which we borrow directly from Greek and Latin.

11. Name nouns which we have borrowed from the Greek and the Latin, and the modern Italian language, and give their plurals.

Case.

1. Define clearly what is meant by the case and declension of nouns ; also give the possessive case, singular and plural, of *Queen*, *child*, *footman*, *Henry*, *Charles*, *princess*, *goose*.

2. (a) Write a sentence containing the possessive case plural of *lady*. (b) Write a sentence containing the possessive case plural of *potato*. (c) Write a sentence containing the possessive case plural of *folio*.

Miscellaneous.

1. Give the plural of *apex*, *automaton*, *bandit*, *cherub* ; and give the feminine of *fox*, *testator*, *hero*, *marquis*, *traitor*.

THE VERB.

Classification.

1. Set forth the nature of *the Verb* as if you were giving a first lesson upon it to a class.

2. Classify verbs as fully as you can, and illustrate your classification by examples ; also comment on the verb *methinks*.

3. Distinguish between transitive, neuter, and passive verbs. Give examples of each.

4. Give examples of verbs which do not make complete sense by themselves.

5. Make out a list of defective verbs, and comment on the defective verb *can*.

6. What do you mean by auxiliary verbs ? Explain fully for what purposes they are employed, and illustrate your meaning by examples.

7. Explain the difference between a transitive and an intransitive verb, and illustrate the difference by examples.

8. What are *regular*, *irregular*, *defective*, and *impersonal* verbs? Give an example of each.

Mood.

1. Define what you mean by the *mood* of a verb. State how many moods there are, and write short sentences containing a verb which in form belongs to each mood.

2. Explain the force of the different *moods* of verbs; and comment especially on what is called the *infinitive mood*.

3. Under what circumstances is the infinitive mood used without the particle *to* before it?

4. Have you been taught to make any distinction between the potential and subjunctive moods? If so, what is the distinction?

Tense.

1. Give the past tenses of the verbs *am*, *take*, *grow*, *lose*, *fall*, *call*, *meet*, *seek*, *teach*, *stand*.

2. Write out the preter imperfect tense in the subjunctive mood of the verb *to be*.

3. Explain how it comes about that the past tense of words like *keep* and *weep* get to be pronounced and written *kept* and *wept*, instead of *keeped* and *weeped*.

Gerunds and Participles.

1. What is a participle? Give examples of the different kinds of participle.

2. What distinction do you make between participles and gerunds? and give examples of them.

3. What is a gerund? Write a sentence containing a gerund.

4. Give the passive participles of the following verbs:—*know*, *lay*, *stay*, *strew*, *throw*, *toss*.

Miscellaneous.

1. Give the past tense and passive participle of the following verbs:—*to tread*, *bear*, *swell*, *chide*, *slay*, *seek*, *lead*, *come*.

2. Give the past tense and passive participle of the verbs *to break, bear, lie, shake, forbid, shear, forsake, befall, thrive.*

3. Give the past tense and passive participle of the following verbs:—*to lead, read, fly, flee, dive, thrive, beat, eat, treat, weave, cleave.*

4. A verb is sometimes said to be a word that expresses action; show that this is an imperfect definition, *i.e.* that it will not include all verbs.

5. Give the past tense and also the past participle of the following verbs:—*slay, seethe, beseech, gird, lie, lay, stride, swim.*

6. State briefly as to a junior class what you have to say about the *numbers, persons, tenses, moods, and participles* of any transitive verb.

7. Give the past tense and the passive participle of the verbs *be, go, have, do, owe, wink, think, drink, cling, sing, bring.*

8. Give the past tense and the passive participle of the following verbs:—*to thrive, shear, see, crow, freeze, hew, freight, bereave.*

9. Give instances of verbs which do not change their form for the perfect tense and the passive participle.

10. Give the past tense and the passive participle of the following verbs:—*to awake, blow, crow, fall, fly, hew, run, lay.*

11. 'Neuter verbs sometimes govern nouns in the objective case.' Illustrate this by examples.

12. Explain the meaning of *mood, tense, participle, gerund*; and write a sentence containing a verb in the subjunctive mood.

13. State the distinction between *strong* and *weak* verbs; and give the past tense and passive participle of the following verbs:—*to creep, peep, teach, reach, flay, pay, slay, read, lead, tread.*

14. Enumerate all the *moods* of the verb; and explain the meaning of *mood, tense, participle.*

15. Give the past tense and the passive participle of the verbs *sing, fling, bring, strive, dive, lie* (as in 'lie down'), *lay, delay.*

16. Give the past tense and the passive participle of the following verbs :—*to gird, lay, beget, shoe, fly, chide.*

17. Give the past tense and the passive participle of the following verbs :—*to write, bite, eat, beat, grow, row, mow, wink, drink, think.*

18. Give the past tense and the passive participle of the following verbs :—*bear, begin, run, spring, take, write.*

19. The inflections in verbs mark person, tense, and mood. Illustrate this by examples.

20. An auxiliary combined, sometimes with an infinitive, sometimes with a participle, make up the verb. Give examples of verbs formed in each way from the above.

THE ADJECTIVE.

Comparison.

1. Explain the meaning of *positive, comparative, and superlative*; and give the comparative and superlative of *bright, diligent, thin, noble, bad, good.*

2. Compare the following adjectives :—*late, free, near, hind, fore, many, much, trustworthy, horrid.*

3. Give a list of adjectives that do not admit of comparison.

4. Give the comparative and superlative of the following adjectives :—*manly, cruel, zealous, nigh, kind, free, sly.*

5. Give the comparative form and the superlative form of the following adjectives :—*glad, bad, high, nigh, kind, hind, little, late, free, far.*

6. What is the positive which you assign to each of the following comparatives :—*further, nether, utter, former, latter?*

7. Give the positive of the following comparatives and superlatives :—*former, latter, rather, nethermost, next, least, most.*

8. Give the comparative and superlative of the adjectives *evil, little, fore, old, sad, bad, happy, gay.*

9. Give the comparatives and superlatives of the adjectives *sad, glad, bad, sly, goodly, true, free.*

10. Give the positive of *better, worse, less, more.*

11. How is the comparative of adjectives formed in the case of (1) a final *y* (in the positive) following a consonant, (2) a final consonant following a vowel?

12. Give the comparative and superlative degrees of *bad*, *late*, *little*, *beautiful*, and *attentive*.

13. What do you mean by the comparison of adjectives? What adjectives cannot be compared?

14. Explain the words comparative and superlative as applied to the degrees of comparison, and give examples of adjectives in each degree.

Individual Words.

1. What distinction in meaning would you draw between *farthest* and *furthest*?

2. Comment on each of the following adjectives:—*elder*, *older*, *next*, *last*, *farther*, *nether*, *utter*, *lesser*.

3. Explain carefully the distinction between the meaning of *every* and *all*, and between *each* and *either*, and between *some* and *several*.

Miscellaneous.

1. Classify adjectives, and point out the adjectives in the following lines:—

‘Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear.’

2. Compare the adjectives *dry*, *gay*, *late*, *important*.

3. What is usually the force of the endings *en*, *ly*, *some*, in adjectives? Illustrate your answer by examples of adjectives so ending.

THE ADVERB.

1. Classify adverbs, and give, if you can, an instance of each class.

2. What kind of adverbs admit of comparison?

3. Give the comparatives and superlatives of *sweetly*, *badly*, *soon*, *well*.

4. Give a list of adverbs formed from the prepositions *on*, *to*, *through*, *up*, *out*.

5. Give examples of adverbs which are compared otherwise than by prefixing *more* and *most*.

6. Point out all the adverbs in the following sentences :—
'He looks very cheerful.' 'His opinion is not wholly free from error.' 'He came home early, and all alone.'

7. What parts of speech do adverbs modify? and why those particular ones and no others?

8. Form adverbs from nouns and adjectives by means of the prefix *a*.

THE PRONOUN.

1. What is a pronoun? Give the various classes of pronouns, with examples.

2. Classify pronouns, and illustrate by examples in each case. Comment upon the use of *thou* and *ye*.

3. Give a list of distributive pronouns, and explain the name.

4. Give a list of indefinite pronouns.

5. Decline the pronouns *he*, *she*, *who*.

6. Give a list of every relative pronoun.

7. What kind of pronouns are *each*, *every*, *either*, *neither*?
Parse : 'With greedy force each other doth assail.'

8. Decline the pronoun *who*. Show (1) its derivation, (2) its class among pronouns, (3) its usages ; also show all the forms in which we find it compounded.

9. Arrange the adjective pronouns in classes ; and give examples of each class of adjective pronouns.

10. Comment on the pronouns *it*, *its*, *his*, *ye*, *my*, *mine*.

11. Decline the pronoun *I* throughout in both numbers.

12. Decline the pronouns *who*, *which*, and *that*. Explain, and illustrate by sentences, any difference in their usage ; also state how the relative must agree with its antecedent.

13. Write a sentence containing the relative pronoun *whose* in the plural number.

14. Comment on the word *its*.

15. Classify pronouns ; and comment upon and illustrate the use of *whether* as a pronoun.

16. Give the singular and plural of each one of the personal pronouns.

17. Write out a table of the compound pronouns.

18. Write first a sentence containing the relative pronoun *that* in the singular number ; next, another sentence containing the relative pronoun *that* in the plural number.

19. Comment as fully as you can on the word *self*.

20. Why are *adjective pronouns* so called? Mention different kinds of adjective pronouns, and give examples.

21. Name the reflective pronouns, and explain why they are so called.

22. When are pronouns said to be used substantively? when adjectively? Mention pronouns that can be used both ways, and give examples.

23. Prove that the words *his*, *her*, *its*, are the possessive case of pronouns, and not adjectives, from their use in the following expressions :—His mother, her father, its sister. What concord would be violated if they were not so?

24. What are the personal pronouns? Why are they so called?

25. Are the words *each*, *several*, *another*, rightly called pronouns? Give the reasons of your answer.

26. Give examples to show that the relative agrees with its antecedent in gender and number, but not in case.

THE PREPOSITION.

1. Explain the use of a preposition, and the meaning of the word. Illustrate by a sentence the use of the word *but* as a preposition.

2. State the force of a preposition, and illustrate what you say by short sentences.

3. Prepositions are said to show the relation sometimes of a noun to another noun, sometimes of a given action to a noun. Point out these two uses of the preposition in the following examples :—‘The flowers in the garden are sweet.’ ‘He ran up the hill.’

4. Comment on the preposition *of*, and show by examples that it is used with different meanings.

5. Explain any difference of sense in the use of the preposition *of* in the following sentence :—‘The son of Philip, Alexander, a youth of great promise, was one of the officers.’

6. ‘A preposition can connect the noun which follows it only with a noun, a verb, or an adjective.’ Show that you understand this by writing three short sentences in illustrating it.

7. What is a preposition? Also show in short sentences that each of the prepositions *by*, *of*, and *with* is used in more than one sense.

8. Comment on the preposition *with* as used in the line, ‘Marr’d as you see with traitors.’

9. Give examples of prepositions that are formed (1) from nouns, (2) from verbs.

10. With what parts of speech will prepositions combine, and with which will they not combine? Illustrate your answer by examples.

THE CONJUNCTION.

1. Define a conjunction; also, classify conjunctions, and show what other parts of speech sometimes have the force of conjunctions.

2. Classify conjunctions and write a sentence introducing the conjunction *that*, and another sentence introducing the conjunction *whether*.

3. What is meant by illative conjunctions? Give examples.

4. Write out three sentences, each containing a subordinate conjunction.

5. Which conjunctions join principal and subordinate, and which co-ordinate sentences? Show by examples how conjunctions of each kind are used.

6. Point out the conjunctions in the following sentence :—‘As you wish it, I will not stir until you come, unless I am compelled, for none but you or the Duke can settle the matter.’

7. Distinguish between co-ordinate and subordinate conjunctions.

8. What words are conjunctions and nothing but pure conjunctions?

9. What conjunctions have an adverbial character? Give one or two illustrations.

10. What words are conjunctions, and are also used as prepositions? Give instances.

11. Make a list of compound conjunctions, and in each instance write a short sentence introducing each of the conjunctions.

12. Write a sentence containing the conjunction *neither*; also, write another sentence containing the conjunction *whether*.

13. Explain why the conjunctions *lest*, *though*, *if*, and others may be called subordinate conjunctions; and write a sentence containing the conjunction *lest*.

14. Give examples of compound and derived conjunctions.

15. Conjunctions are said to have sprung from other parts of speech. Mention any that have sprung (1) from nouns, (2) from pronouns.

16. Give examples of adverbial conjunctions, with sentences in which they are used.

17. What are disjunctive conjunctions? Give three examples of sentences in which such are used.

18. Assign to their various classes the following conjunctions:—*either*, *neither*, *likewise*, *besides*, *sometimes*, *furthermore*, *lastly*, *anon*.

19. Assign each of the following conjunctions to its proper class:—*although*, *if*, *therefore*, *when*, *but*.

20. What conjunctions are always followed by the subjunctive mood? Give examples.

MISCELLANEOUS QUESTIONS.

1. Is there anything wrong in the following sentence:—‘That is the man whom I heard was ill?’ If there is, correct it.

2. What is the difference between adjectives and adverbs? Illustrate your answer by examples.

3. In the sentence, ‘He slept the whole night,’ what is the

nature (transitive or intransitive) of the verb (slept)? and what is the case of the noun (night)? Give your reasons.

4. Give instances of words used both as adverbs and prepositions.

5. Form adverbs from the following adjectives :—*hardy*, *worthy*, *dry*, *creditable*.

6. Give examples of sentences in which prepositions are used as adverbs.

7. *When*, *where*, *whence* are sometimes called adverbs. Show that they may be more properly called conjunctions. Give examples of their use in illustration of this.

8. Which have the most inflexions in our language, nouns or pronouns? Prove your answer by examples.

9. In what different senses can the word *that* be used? Write sentences introducing it in each sense.

10. What parts of speech are *therefore*, *wherefore*, *why*?

11. Construct sentences containing respectively—

- (1) *But* used as an adverb.
- (2) *But* „ „ a preposition.
- (3) *On* „ „ an adverb.
- (4) *On* „ „ a preposition.
- (3) *That* „ „ a relative pronoun.
- (6) *That* „ „ a demonstrative pronoun.

12. 'He was idle, *therefore* he did not succeed.' State whether you consider 'therefore' in this case as an adverb or a conjunction, and your reasons for so doing.

13. 'And every one to rest themselves betake.'

'I have heard from my father that is in America.'

Are the foregoing sentences inaccurate? and, if so, why?

14. Comment on the word 'than.' State what part of speech it is, and give your reasons; also illustrate what you say by sentences.

15. Explain the terms *pronoun*, *adverb*, and *preposition*, and give the derivation of each.

16. What English suffixes to nouns have a diminutive force? Illustrate your answer by English words.

17. Form a sentence or sentences containing the word *his* used (1) as a pronoun, (2) as an adjective.

18. The word *as* may be used as three different parts of speech. Form three sentences to illustrate this, pointing out in each case to what part of speech the word *as* belongs.

19. Correct, if necessary, the following sentences :—‘ Each man, woman, and child were there.’ ‘ Spring is more preferable than winter.’ ‘ Let you and I never do this.’

20. The word *but* may be used as three different parts of speech. Illustrate this in three short sentences.

21. Account for the initial *a* in such words as *asleep*, *awake*, *abed*, etc.

22. Give a list of participles which are in common use as prepositions.

23. Comment on the expressions *abed*, *in two*, *at large*, *be-times*, *to-day*.

24. What inflexions have nouns and adjectives? and for what purposes are these inflexions employed? Give examples.

25. Write sentences showing the word *that* used (1) as a demonstrative pronoun, (2) as a relative pronoun, and (3) as a conjunction.

26. Give instances of adverbs derived from adjectives, and of adjectives derived from nouns.

27. Answer the three following questions :—

(a) ‘ Charity is a virtue, and he subscribed to many charities.’ What kind of a noun is *charity*, and what kind is *charities*, in the foregoing sentence?

(b) ‘ Westminster Abbey.’ Is it better to parse *Westminster* in this expression as a noun or as an adjective? Give the reason of your answer.

(c) Would you write ‘ an ewe lamb ’ or ‘ a ewe lamb,’ ‘ an hotel ’ or ‘ a hotel?’ Give your reason in each case.

28. What are verbal nouns and verbal adjectives? Give examples.

29. In some languages many of the relations denoted by prepositions are expressed by cases (of nouns or pronouns).

There is one instance of this in modern English ; what is it? Give example.

80. 'Take thy banner ! but, when night
Closes round the ghastly fight,
If the vanquished warrior bow,
Spare him !'

(a) Point out the principal sentences in the above, and show what conjunction joins them together.

(b) There are four sentences in the above ; point out the subject in each.

(c) Show why 'bow,' not 'bows,' is used in the above.

QUESTIONS ON ANALYSIS.

1. When is the subject of a sentence called simple? How may it be enlarged? Give examples.

2. Explain the terms *subject*, *predicate*, and show by a sentence or otherwise how the subject and predicate may be enlarged.

3. In what ways may the subject of a sentence be expanded? Illustrate this fully by examples.

4. What are the essential parts of a sentence? and into what separate part can the predicate be divided?

5. Define accurately what is meant by a sentence and by a clause, and illustrate your definitions by examples.

6. Give examples of co-ordinate sentences and of dependent sentences.

7. State the meanings of *substantival*, *adjectival*, and *adverbial* sentences ; and give an example of each.

8. Write out a sentence containing a substantive clause.

9. Write down an example of a complex sentence ; explain why it is so called, and analyze it.

10. What is an adverbial sentence? Give examples of the adverbial sentence—(a) relating to time ; (b) relating to place ; (c) relating to manner.

11. Write a sentence containing an adjectival clause, and another containing an adverbial clause.

12. Write three sentences, one containing a noun clause, a

second containing an adjective clause, and a third containing an adverbial clause.

13. Explain accurately the distinction between a phrase and a sentence, and illustrate your explanation by examples.

14. How are phrases to be distinguished from sentences? Give an example of a participial and of an adverbial phrase.

15. How many kinds of subordinate sentences are there?

16. What is meant by the direct, and what by the indirect, object of a sentence? Give examples.

17. Write a sentence showing a substantive clause following a transitive verb.

SYNTAX

1. State the rule for the agreement of a relative pronoun with its antecedent.

2. Write down any rule or rules for the agreement of a verb with a collective noun for its nominative.

3. Give examples to show that the relative does not agree with its antecedent in *case*. What determines the case of the relative?

4. What is meant by a concord in grammar? What are the principal rules relating to concords?

5. In the sentence, '*The sun and moon shine*,' show that the conjunction does more than merely couple two nouns.

PARAPHRASING.

1. 'Air and ye elements—the eldest birth
Of Nature's womb, that in quaternion run
Perpetual circle multiform, and mix
And nourish all things; let your ceaseless change
Vary to your great Maker still new praise.'—MILTON.

Give the meaning of the above passage, as far as you can, in your own words, and explain fully the words in it that are of Latin origin.

2. Paraphrase:—

'Hard by yon wood, now smiling as in scorn,
Mutt'ring his wayward fancies, he would rove;
Now drooping, woeful, wan, like one forlorn,
Or crazed with care, or crossed in hopeless love.'

3. Paraphrase :—

‘ Thus with the year
Seasons return ; but not to me returns
Day, or the sweet approach of even or morn,
Or sight of vernal bloom, or summer’s rose,
Or flocks, or herds, or human face divine ;
But cloud instead, and ever-during dark
Surrounds me.’

4. ‘ But now help God, to quench all this sorrow !
So hope I that he shall, for he best may,
For I have seen of a full misty morrow ¹
Followen oft a merry summer’s day,
And after winter cometh greenë, may
Folk see all day, and eke men read in stories
That after sharpe stourës ² be victories.’—CHAUCER.

Write out the sense of the above in modern English.

5. Paraphrase the following passage :—

‘ None is so utterly desolate
But some heart, though unknown,
Responds unto his own.’

6. Give the sense of the following passage as clearly as you can in your own words :—

‘ Slight *those who* say amid their sickly healths,
“ Thou *liv’st* by rule : ” *what doth* not so *but* man ?
Houses are built by rule, and *common-wealths*.
Entice the trusty sun, if *that* thou *can*,
From his ecliptic circle in the sky.
Who lives by rule, then, keeps good company.’

PUNCTUATION.

1. Insert proper stops and marks in the following :—No said James who was becoming vexed I will never consent to that But replied I what else can be done.

LATIN PREFIXES.

1. Give the meaning of the following Latin prefixes, and illustrate each by an English word :—*de*, *dis*, *ob*, *re*, *se*, *con*, *am*, *pro*.

¹ *Morrow*, morning.

² *Stourës*, struggles.

2. Write down English words which illustrate the following Latin prefixes :—*de, dis, sub, post, inter, intra, ob, se.*

3. Explain the force of the prefixes to the following verbs :—describe, inscribe, prescribe, proscribe, subscribe, superscribe, and transcribe ; and give the *substantive* equivalent of each word.

4. Give the meaning of the following Latin prepositions :—sub, inter, de, trans, post ; and show what is the force of each in the following English words :—depart, postpone, subtract, translate, interrupt, detract, subdue, transatlantic.

5. What different meanings have the prepositions sub and con ? Trace these meanings in the words subscribe, supplant, supplicate, connect, condole, conjecture.

6. What is the meaning of the following prefixes :—ob, re, retro, be, mis, mid ?

7. Show the force of the Latin prepositions in the following words :—succour, supplant, deprecate, detract, obstruct, oblation.

8. Give the meaning of the following Latin prepositions, and show by examples what changes they undergo in composition :—cum, de, in, trans, sub.

9. What is the meaning of the following Latin prepositions :—*a* or *ab*, *ad*, *ante*, *cum*, *de*, *e* or *ex*, *ob*, *per*, *præ*, *pro*, *sub*, *super*, *trans*, *ultra* ? Give, when you can, an English word illustrating each meaning.

10. Give the meaning of the following Latin prepositions, and illustrate the meaning of each by some English word :—*ex*, *a*, *intra*, *de*, *pro*, *subter*, *circum*.

11. What precise English meaning is to be assigned to the following Latin prefixes :—*a*, *ad*, *con*, *de*, *dis*, *ob*, *re*, *se* ? and illustrate, where you can, by a word.

12. Explain the prefixes in the words ‘different,’ ‘assign,’ ‘despair.’

13. Give English words in which are found the following Latin prefixes, and explain the force of each word which you give :—*ante*, *cis*, *am*, *dis*, *pene*, *se*, *sine*.

14. In which of the following words, and with what mean-

ings, do Latin prepositions occur:—*postponement, posture, interest, inadvertence, indigo, antecedent, antelope, premature, premier.*

15. Explain the force of *pro* in the following words:—*progress, pronoun, protection, provost, protract.*

16. Explain the prefixes in the following words:—*ancestor, conduit, counterfeit, interdict, occurrence.*

17. Give a list of the Latin prepositions, and illustrate the force of each as we find it prefixed in some English word.

18. Explain the prefixes in the following words, and give their exact meaning:—*disintegrate, illicit, deportment, apprehend, protrude, submit, immense, accident, biped, coincidence.*

19. Explain the following words with special reference to their prefixes:—*amputate, compact, counteract, dilute, occur, presume*; also give the Latin form of the prefix in each word.

20. Give the meaning of the following:—*inter, per, de, sub, super, ob*; and illustrate each by an English word.

21. Name six Latin prepositions with their respective meanings, and give English words in which each occurs.

22. What is the force of the prefixes in the following words:—*dethrone, disperse, remit, subterfuge, support.*

23. What is the meaning of the Latin prefixes *sub* and *dis*? Show by examples what changes they go through in combination with words, and explain the meaning of each word given as an example.

24. Mention any verbs into the composition of which the following prepositions enter:—*e, ex, cum, sub, post, inter*; and give the meaning of each verb.

25. Give examples of words compounded with the Latin prepositions *ex, de, sub*; and show what is the force of the preposition in each.

26. Show how Latin prepositions are used in the names we give to some of the parts of speech.

27. What are the Latin prepositions and affixes equivalent to *underneath, back again, across*? Give examples of their use in combination with other words.

28. What are the Latin prepositions that mean *apart from*, *underneath*, *together*, *with*? Give examples of words composed of them.

29. What are the Latin prepositions that enter into the composition of the following words:—advocate, arrogate, communicate, differ. Give the meaning of each preposition, and show its force in the words of which it forms part.

SUFFIXES.

1. Give as many instances as you can of the suffixes derived from the Latin and French which express an *agent*, and illustrate in each case by an English word.

DERIVATION.

1. The Latin word *dico* means 'I say' or 'I speak.' Explain from their derivation as many as you can of the following words:—*contradiction*, *edict*, *indictment*, *interdict*, *verdict*, *benediction*, *jurisdiction*, *valediction*.

2. Explain from their etymology as many as you can of the following words:—*subterfuge*, *transport*, *selection*, *neglect*, *abject*, *conjecture*, *succeed*, *precede*.

3. What is the meaning by derivation of the words adjective, preposition, conjunction, orthography, syllable, sinecure, provoke, aqueduct.

4. Give the English verbs derived from *cedo*, *I depart*, and from *gradior*, *I advance*, with all their various Latin prepositional prefixes; and explain the meaning of each prefix.

5. *Lego* is the Latin word for *I gather*. Explain *collect*, *election*, *select*, *neglect*, *eclectic*. *Duco* is the Latin word for *I lead*. Explain *abduction*, *deduction*, *induction*, *conduce*, *produce*, *traduce*, *educer*, *reduce*.

6. *Jacio* is the Latin word for *I throw*. Explain *abject*, *ejection*, *dejection*, *conjecture*, *project*, *rejection*, *object*, *trajection*, *interjection*, *subject*.

7. Explain the expressions '*intramural interment*,' '*circumscription*,' '*circumscribe*,' '*provoke the silent dust*,' '*prevent* us in all our doings,' '*beneficent*,' '*to defer*,' '*to differ*.'

8. The Latin word *pono* means *I place*. Explain the *literal*

force of the following words:—apposition, compose, depose, dispose, expose, impose, interpose, oppose, preposition, postpone, propose, suppose, superposition, repository, transpose.

9. The Latin word *teneo* means *I hold*. Explain and comment upon the derivation and meaning of the following words:—attain, abstinence, contain, detention, obtains, pertinent, impertinent, retentive, sustenance.

10. Comment on the derivation of the words 'minister' and 'monastery,' 'bishop' and 'episcopal,' 'hotel' and 'hospital,' 'reason' and 'rational.'

11. Explain from their derivation as many as you can of the following words:—successor, ancestor, secession, centrifugal, centripetal, homicide, bisect, unanimous, rectangle, alias, Premier.

12. *Latum* means in Latin 'brought' or 'carried.' Explain from the derivation the following words:—*ablative, collate, dilate, elated, illative, relative, correlative, superlative, translation.*

13. Explain from their derivation as many as you can of the following words:—*emigration, immigration, transmigration, proconsul, provoke, profusion, permission, perjury, impertinent, persuasion.*

14. What is a *hybrid word*? Give instances of such words in English, and trace the derivation of such of them as you can.

15. Explain from their etymology, as far as you can, the following words:—*abject, adjective, conjecture, dejection, ejection, injection, interjection, objective, projectile, neglect, select, precede, succeed, subterfuge, transport.*

16. The word *traho* in Latin means 'I draw.' Explain the following words:—*train, treaty, abstract, attraction, contract, detract, distract, extract, protract, retract, subtract.*

17. Give a list of simple original prepositions, and another of derived ones, showing the derivation of the latter.

18. Give the derivation and literal explanation of the following words:—*aspiration, amputation, description, dissent, effusion, irruption, occurrence, portent.*

19. Give the derivation, and explain the literal meaning as far as you can, of the following words:—*prevent, conspire, relation, sustain.*

20. Give the derivation of abstract, conspire, contradiction, introduction, objective, sustain, transpose.

21. Give the meaning of the following words:—subordinate, subdue, subdivide, submit, sublunary, subscribe; and show how they are compounded.

22. Give the derivation and original meaning of the following words, and trace the connection between the original and the present meaning:—*gossip, insolent, officious, prevent*.

HISTORY OF THE LANGUAGE.

1. The English language is made up of several component parts; state what they are, and when each part was incorporated into it.

2. In what respects did Anglo-Saxon or Early English differ *in form* from Modern English?

3. Give an account of the history of any of the following words, and point out any changes in their form or usage:—which, who, its, is, they, whit, the merrier, nearer, foremost, best.

4. Give instances of English words borrowed from the Arabic and the Persian.

5. When was the English language brought into Britain? and name with as much exactness as you can the tribes who brought it.

6. Explain the following sentence:—‘The English is a composite language, based on the Anglo-Saxon.’

7. ‘Look who that is most virtuous alway
Prive and Apert¹ and most intendeth aye
To do the gentil deedës that he can
And take him for the greatest gentleman.’—CHAUCER.

(a) Point out any grammatical or verbal differences that you observe in these four lines from Chaucer, when you compare them with the English we speak now.

(b) In what century did Chaucer live? and what changes had taken place in the language spoken by Englishmen between his time and the time of Edward the Confessor?

8. The English tongue belongs to the Teutonic family of

¹ *In private and public.*

languages, but it contains a great many words derived from other sources ; what are these sources ? Give examples.

9. 'A gentle knight was pricking on the plaine
Ycladd in mightie armes and silver shielde
Wherein old dints of deepe wounds did remain.'

SPENSER, *Fairie Queene*.

To what stage of our language does the above passage belong ? Mention any other great English writer who flourished when Spenser did, and whose style is much more modern.

10. 'Air and ye elements—the eldest birth
Of Nature's womb, that in quaternion run
Perpetual circle multiiform, and mix
And nourish all things ; let your ceaseless change
Vary to your great Maker still new praise.'

MILTON.

To what period in the English language does the above passage belong ? Mention any differences you notice between it and the language of Shakespeare, or that used in the present day.

11. Give a short account of the sources and growth of the English language.

12. State, as far as you can, under what circumstances, and at what periods, Latin words came into our language.

13. To what period and to what circumstances would you ascribe the amalgamation of the Old English and the Norman elements in our language ?

14. From what languages are the following town suffixes taken :—*burgh, by, caster, ham, wich*.

15. What dates would you assign respectively to 'Old English,' 'Early English,' 'Middle English,' and 'Modern English' ? Name words and writers in the 'Middle English' period.

16. Quote any words in ordinary use amongst us which we get from—(1) The Persian, (2) the Turkish, or (3) the Hindostani language.

17. State in each case to what people we are indebted for the following words :—*yacht, harlequin, calico, canoe, satin, zenith, iceberg, grimace, cigar*.

18. What decree was issued in the reign of Edward III. which affected our language?

19. State all the particulars with which you are acquainted about *Piers Ploughman's Vision*.

20. What are the natural stages of our language? and how may they be designated? Also mention the principal names of those who wrote in Anglo-Saxon.

21. State, in as many instances as you can, at what periods the following words have been introduced:—*photograph, tobacco, street, alligator, telegraph, tarn, plaid*.

22. To what family of languages is English considered to belong? and *why*? Answer carefully and clearly.

23. From what language are the greatest number of English words derived?

24. What is the earliest source from which Latin words have been introduced into our language?

25. Give a brief historic account of the Scandinavian element in our language, and illustrate by common Scandinavian words.

26. What different eras have been assigned in the history of the English language? and what is the character of each?

27. Show the source from which the following words have been derived, and point out their roots:—*extract, amphibious, circumlocution, retrograde, paradox, Cheapside, farewell, cavalier*.

28. From what source do we derive *priest, cry, quiet, abbot, are, bask, cradle*? State as far as you can the several periods of their introduction into the language.

29. Describe the effect of the Norman Conquest upon our language.

30. Our language is sometimes divided into four periods,—(1) Old English, (2) Early English, (3) Middle English, and (4) Modern English. Name the writings in (1) or (2) or (3), and comment on any changes which appear in each period.

31. Give a short account of the special influence of Norman-French upon the vocabulary of the English language.

32. When was the English language brought into Great Britain? Name the four Low-German tribes who are said to have introduced the language.

33. Name as many old Celtic words still in use as you can.

34. Assign dates to 'Old English,' to 'Early English,' and to 'Middle English;' and name writers and works in the period called 'Middle English.'

35. What dates would you assign to 'Early English,' and to 'Modern English'? Name works and writers in the 'Early English' period.

36. Give a brief account of the English language and English writers between 1066 A.D. and 1350 A.D.

37. Enumerate chronologically, as far as you can, the works written in English between the years 450 A.D. and 1250 A.D.

38. Give a list of the Indo-European languages.

39. What is meant by the Scandinavian element in our language? Can you mention any traces of it to be found in the language we speak now?

40. What language was spoken in England before the Norman Conquest? and what changes in the language followed from that event?

41. What classes of words has our language mainly derived from the French? Give examples.

42. Mention any words of Celtic origin that occur in our language, and give the reason why so few words from this source are to be found.

43. From what language are the following words derived:—clout, cradle, mattock, darn, mop, pillow? What historical inference may be drawn from the homely character of these words?

44. Mention any Latin or Greek words that have been introduced into our language in connection with the Christian religion.

EXERCISES FOR PARSING AND ANALYSIS.

N.B.—The following exercises are arranged according to the 'years of apprenticeship' for which they were given.

The subjoined will show which questions were given to each year:—

Questions 1-30 (inclusive) to candidates before 1st May 1878.

- „ 31-78 (incl.) to candidates *or* First Year.
- „ 79-128 (incl.) to First Year *or* Second Year.
- „ 129-200 (incl.) to Second Year *or* Third Year.
- „ 201-277 (incl.) to Third Year *or* Fourth Year.
- „ 278-351 (incl.) to Fourth Year *or* Fifth Year.

It must be borne in mind that pupil teachers apprenticed after 1st May 1878 have only *four* years to serve instead of *five*. But the requirements of candidates since this date are the same as those for the First Year before the same date; and so on with the following years. This is the explanation of the arrangement of the above table.

1. Show what part of speech every word is in the following sentence:—‘In India I often had occasion to observe that dogs in a wild state were less brave than the domestic animal.’

2. Parse the following passage:—‘A few weeks after Elizabeth’s accession, Philip of Spain made her an offer of marriage. She neither accepted nor refused the offer, but politely informed him that she could not answer so important a question till she had consulted her Parliament.’

3. Parse as fully as you are able the following passage:—‘If you climb to the top of a church tower, you find that many objects come into sight which cannot be seen from the ground.’

4. Parse the following sentence as fully as you are able:—‘Some writers have discovered ugliness and a want of grace in the giraffe, but I consider him one of the most strikingly beautiful animals in the creation.’

5. Parse the following sentence as fully as you can:—‘Though Jonas was very diligent, many weeks passed before he had finished the heavy task, by which he hoped to raise himself to the rank of master.’

6. Parse as fully as you are able the following passage:—‘To form the barometer, a glass tube, open at one end, and filled with quicksilver, is plunged with its open end downwards into a bowl containing some of the same fluid.’

7. Parse the following sentence as fully as you can :—

‘When chill November’s surly blast
Made fields and forests bare,
One evening I wandered forth,
Along the banks of Ayr.’

8. Parse the following sentence :—

‘The eagle, called the king of birds,
Soars high with crooked beak ;
The starling may be taught some words,
The jet-black crow is meek.’

9. Parse the following sentence as fully as you are able :—
‘After these Indians had gazed at us for some time, one of them suddenly jumped out of his boat, swam to the ship, and ran up the side like a cat.’

10. Parse the following sentence :—‘A family of Indians pitched their huts very near us ; from one of the islands of our lake we could distinguish from our front windows the thin blue smoke of their wood fires.’

11. Parse the following sentence as fully as you are able :—

‘Sweet was the sound when oft at evening’s close,
Up yonder hill the village murmur rose.’

12. Parse the following verse as fully as you are able :—

‘I sat upon a mountain,
From home far, far away ;
Beneath the hills and valleys
And smiling corn-fields lay.’

13. Parse the following sentence :—‘Long, long ago, when animals could use their reason, the frogs met together to ask Jupiter for a king.’

14. Parse the following sentence :—‘The air which surrounds us, and which is called the atmosphere, extends up from the surface of the earth above two hundred miles.’

15. Parse the following sentence :—‘A merchant in Turkey lost a purse containing two hundred pieces of gold.’

16. Parse the following sentence :—‘A man and his wife went out for a walk by the river.’

17. Parse the following sentence :—‘The elm is a tree which often grows very large.’

18. Parse the following sentence :—‘He upset the carriage by driving over a large stone.’

19. Parse the following sentence :—‘Small grievances should be borne without much complaining.’

20. Parse the following sentence :—‘The tracks of tigers are easily found, as they go every evening by the same path to the water.’

21. Point out the parts of speech in the following sentence :—‘The cat ran after the mouse, but it got away.’

22. Point out the parts of speech in the following sentence :—‘A straight line is the shortest distance between two points.’

23. Point out the parts of speech in the following lines ; and, if you are able, *parse* the words in the two last of the lines :—

‘Rome, for empire far renowned,
Tramples on a thousand states ;
Soon her pride shall kiss the ground :
Hark ! the Goth is at her gates.’

24. Point out the parts of speech in the following lines ; and, if you are able, *parse* the words :—

‘If gems we seek, we only tire,
And lift our hopes too high :
The constant flowers that line our way,
Alone can satisfy.’

25. Point out the parts of speech in the two following lines ; and, if you can, parse them fully :—

‘But I forgot when by thy side
That mortal thou could’st be.’

26. Point out the parts of speech in the two following lines ; and parse, if you can, the second line :—

‘Sir Knight, I fear not the least alarm ;
No son of Erim will offer me harm.’

27. ‘Thou art a most pernicious usurer,
And very infant’s prattle of thy pride.’

Point out to what part of speech each word in the above two lines belongs, and parse each word as fully as you can.

28. 'That day I oft remember, when from sleep
I first awaked, much wondering what I was.'

Point out the parts of speech in the above lines; and, if you can, parse each word.

29. Point out the parts of speech in the following sentence, and parse the words, if you can:—'Much caution and artifice were necessary to deal with the crafty animal, which took care not to expose itself again before night set in.'

30. 'Bacon's fall restored him to that position of real greatness from which his ambition had so long torn him away.' Point out the parts of speech in the foregoing sentence; and, if you can, parse fully each word.

31. Parse the adjectives and verbs in the following:—

'The damsel donned her kirtle sheen,
The hall was dressed with holly green,
Forth to the woods did the merry men go,
To gather in the mistletoe.'

32. Parse the verbs and adjectives in the following:—

'Oh no, believe, in yonder tower,
It will not soothe my captive hour,
To know those spears our foes should dread
For me, in kindred gore, are red.'

SCOTT.

33. Parse fully the verbs and adjectives in the following:—

'No longer Autumn's glowing red
Upon our forest hills is shed;
Away hath passed the heather bell
That bloomed so rich in Red-path-fell;
Sallow his brow and russet bare
Are now the sister heights of Yare.'

SCOTT.

34. Parse the nouns, verbs, and adjectives in the following sentence:—

'Oft hath it been my lot to mark
A proud, conceited, talking spark.'

35. Parse the verbs and adjectives in the following :—

‘ I remember, I remember
The fir trees dark and high ;
I used to think their slender tops
Were close against the sky.’—HOOD.

36. (1) Point out and parse the verbs and adjectives :—

‘ Oh, many tears, ye brave and true,
Oh, many tears for you were shed,
Whose corpses by the waters blue
Lay piled—unhonoured dead !’

(2) Parse the verbs and adjectives in the following :—

‘ Come hither ! come hither ! my little daughter,
And do not tremble so ;
For I can weather the roughest gale
That ever wind did blow.’—LONGFELLOW.

37. Parse the two following lines :—

‘ Oh ! breathe not his name, lest it rest in the shade,
Where cold and unhonoured his relics are laid.’

38. Parse the following lines :—

‘ To-night will be a stormy night :
You to the town must go ;
And take a lantern, child, to light
Your mother through the snow.’

39. Parse :—‘ Even as a boy at college Bacon had expressed his dislike to the Aristotelian philosophy.’

40. Parse fully the following lines :—

‘ The deadliest snake, from which all creatures fly,
Dreaded the deadlier venom of her eye.’

41. Parse :—

‘ The stag at eve had drunk his fill,
Where danced the moon on Monan’s rill.’

SIR W. SCOTT, *Lady of the Lake*.

42. Parse the verbs and adjectives in the following :—

‘ O sweet is the new violet that comes beneath the skies,
And sweeter is the young lamb’s voice to me that cannot rise,
And sweet is all the land about, and all the flowers that blow,
And sweeter far is death than life to me that long to go.’

43. Parse the nouns, verbs, and adjectives in the following :—

‘The western waves of ebbing day
Rolled o’er the glen their level way,
Each purple peak, each flinty spire,
Was bathed in floods of living fire.’—SCOTT.

44. Point out and parse the verbs and adjectives in the following :—

‘’Tis merry, ’tis merry, in Fairy-land,
When fairy birds are singing.’

45. Parse the verbs and adjectives in the following :—

‘Heap on more wood, the wind is chill,
But, let it whistle as it will,
We’ll keep our Christmas merry still.’

46. Point out and parse the verbs and adjectives in the following passage :—

‘All the valley, mother, will be fresh and green and still ;
And the cowslip and the crowfoot are over all the hill ;
And the rivulet in the flowery dale will merrily dance and play.’

47. Parse as fully as you can the following sentence :—‘Our performance must have given universal satisfaction, for the whole audience were enchanted with our powers.’

48. Parse as fully as you can the following passage :—

‘Soft stillness and the night
Become the touches of sweet harmony.
Sit, Jessica.’

49. Parse as fully as you can the following lines :—

‘See the dewdrops how they kiss,
Every little flower that is,
Hanging on their velvet heads
Like a string of crystal beads.’

50. ‘Though *till* now *ungraced* in story,
Scant although thy waters be,
Alma, roll those waters proudly,
Proudly roll them to the sea.’

Parse fully the words which are in italics in the above lines.

51. Parse the following :—

‘Life is a sea where man is ever lost :
Now plunged in business, now in trifles lost :

Who leave it first the peaceful port first gain :
Hold, then, nor further launch into the main.'

52. Parse fully the following lines :—

'As late each flower that sweetest blows
I plucked, the garden's pride,
Within the petals of a rose
A sleeping Love I spied.'

53. Parse the following lines :—

'He felt the cheering power of spring ;
It made him whistle, it made him sing :
His heart was mirthful to excess :—
But the rover's mirth was wickedness.'

54. Parse :—

'They love to see the flaming forge
And hear the bellows roar.'

55. Parse fully every noun, verb, and adjective in the following lines :—

'Thou hast no eyes to see,
But hatefully at random dost thou hit ;
Thy mark is feeble age, but thy false dart
Mistakes thy aim, and cleaves an infant's heart.'

56. Parse fully the following sentence :—'James and I are rivals, but we continue good friends.'

57. Parse the following sentence :—'To forgive others is wise, for all men need to be themselves forgiven.'

58. Parse the following sentence :—'You and your brother deserve riches for you to do good to others.'

59. Parse as fully as you can the following lines :—

'Her form was fresher than the morning rose,
When the dew wets its leaves, unstained and pure
As is the lily or the mountain snow.'

60. Parse :—(a) 'Let me go away.' (b) 'I went to go a journey.' Or (c) 'At the cotton harvest they pull away the locks of cotton and leave the pod.'

61. (a) Parse :—'Bid the whole regiments charge, if yonder officer wave his sword.'

(b) Parse the verbs and adjectives in the following :—

‘Between nose and eyes a strange contest arose ;
The spectacles set them unhappily wrong,
The point in dispute was, as all the world knows,
To which the said spectacles ought to belong.’

62. Parse as fully as you can the following sentence :—
‘They asked him whether he was guilty, but he refused to answer.’

63. Parse as fully as you can :—‘Milton, the poet, may be called the master-spirit of his own time.’

64. Parse the following sentence :—‘The proverb declares honesty to be the best policy.’

65. ‘*Nature, a mother kind* alike to *all*,
Still *grants* her *bliss* at *labour’s* earnest *call*.’

Parse the words in the above passage which are in italics.

66. Parse carefully all the verbs and all the nouns in the following lines :—

‘Ye mariners of England,
That guard our native seas,
Whose flag had braved a thousand years
The battle and the breeze,
Your glorious standard launch again,
To match another foe.’

67. ‘To be well in health is precious alike to all, but is invaluable to the poor.’ Parse fully every noun, verb, and adjective in the foregoing sentence.

68. Parse the following :—

‘Neither a borrower nor a lender be,
For loan oft loses both itself and friend.’

69. ‘Power to do good is the true and lawful end of aspiring.’ Parse fully and carefully every noun, verb, and adjective in the preceding sentence.

70. (a) Point out the prepositions in the following, and show what words they govern :—

‘And ever the fitful gust between
A sound came from the land ;

It was the sound of the trampling surf,
On the rocks, and the hard sea-sand.'—LONGFELLOW.

(b) Parse the following sentence ; give the reasons for the case of every noun :—

'Around the fire one wintry night,
The farmer's rosy children sat.'

71. Parse the following sentence :—'The wretched prince, thus thrown upon the shore, walked along all night, until he reached the gate of the city, which he found to be shut.'

72. Parse :—'We ought to be diligent in our studies.'

73. Parse the words which are in italics in the following sentence :—'If he *come sober*, he *will be* the *very man* for *doing* this *work*.'

74. Parse the following :—'An oak tree with a south aspect is often chosen by wild bees, if it be hollow enough for them.'

75. Pick out first all the nouns, and secondly all the adjectives, in the following sentence, and parse each of the nouns :—'Truth may be called the very basis of all that is excellent and praiseworthy in human character.'

76. Parse fully all the nouns, verbs, and adjectives in the following sentence :—'In these sayings, I have in very truth taught thee all that is enough for man to know in this nether world.'

77. Parse the following sentence :—'Uneasy lies the head that wears a crown.'

78. Parse fully all the verbs, nouns, and adjectives in the following passage :—

'Such were the cares that watched o'er Israel's fate,
And such the glories of her infant state.
Triumphant race ! and did your power decay ?
Fail'd the bright promise of your early day ?
No, by that sword, which, red with heathen gore,
A giant spoil, the stripling champion bore.'

79. (a) Parse the pronouns, adverbs, and prepositions in the following sentence :—'He who acts kindly to others, will best consult his own interests.'

(b) Parse the pronouns and adverbs in the following :—

'Why from these shades, sweet bird of eve,

Art thou to other regions wildly fled?
 Thy pensive song would oft my cares relieve,
 Thy melancholy softness oft would shed
 Peace on my weary soul. Return again !'—BURNS.

80. Point out the pronouns, adverbs, and prepositions in the following lines :—

'I have ventured,
 Like little wanton boys that swim on bladders,
 This many summers in a sea of glory,
 But far beyond my depth : my high-blown pride
 At length broke under me, and now has left me
 Weary, and old with service, to the mercy
 Of a rude stream that must for ever hide me.'

81. Parse :—'Not to know me argues yourself unknown.'

82. Parse the following :—

'We are as clouds that veil the midnight moon,
 How restlessly they speed, and gleam and quiver !'

83. Parse the words printed in italics in the following lines :—

'*Thrice* is *he* armed *who* hath *his* quarrel just,
 And *he* but naked, though locked up in steel,
 Whose conscience with injustice is corrupted.'

84. Parse the following :—'Having encouraged each other, they again rushed forwards apace, while there might yet be time to warn him about what was coming on.'

85. Parse the pronoun *what* in the sentence, 'I do what is just ;' also parse the two verbs *do* and *is*.

86. Parse the following :—

'Enough for me,
 With joy I see
 The different dooms our fates assign.'

87. Parse carefully the following :—'The more you learn, the more likely you are to become a wise man.' Comment on *the*.

88. Parse fully the following passage :—

'Time hath, my lord, a wallet on his back,
 Wherein he puts alms for oblivion ;
 A great-sized monster of ingratitude :
 Those scraps are good deeds past.'

89. Parse the following passage :—‘ Sir Roger was no sooner dressed than he called for a glass of the Widow Truby’s water, which he told me he always drank before he went abroad. We then set out together.’

90. Parse the following lines :—

‘ There fell Durandarte : never
Verse a nobler chieftain named :
He, before his lips for ever
Closed in silence, thus exclaimed.’

91. Parse the following :—

‘ Give thy thoughts no tongue,
Nor any unproportioned thought his act.’

92. Parse the following sentence :—

‘ Then outspake brave Horatius,
The captain of the gate,
To every man upon this earth
Death cometh soon or late.’

93. Parse the following sentence :—‘ The gardener had scarcely recognised him to be a stranger, before he desired to come in and shut the gate.’

94. Parse the following :—

‘ The evil that men do lives after them,
The good is oft interred with their bones.’

95. Parse the following sentence :—‘ No knight more goodly than the king himself fought that day at Pavia.’

96. Parse the following lines :—

‘ Few and short were the prayers we said,
And we spoke not a word of sorrow,
But we stedfastly gazed on the face that was dead,
And we bitterly thought of the morrow.’

97. Parse fully the following lines :—

‘ Do wrong to no one ; be able for thine enemy
Rather in power than use, and keep thy friend
Under thy own life’s key.’

98. Parse fully :—‘ The things which I have seen, I now can see no more.’

99. Parse :—‘ Wrapt in thought he used sometimes to stand many hours without speaking or moving.’

100. Parse the following sentence :—‘We soon came to a spot where three roads met, and here we were much at a loss which to follow.’

101. Parse as fully as you can the following sentence :—‘All controversies that can never end had better perhaps never begin.’

102. Parse as fully as you can :—

‘For there is music here that softer falls
Than petals from roses on the grass.’

103. Parse as fully as you can the following lines :—

‘Like the leaves of the forests when summer is green,
That host with their banners at sunset were seen.’

104. ‘I am not *one* of them *that* falsely *swear* :
Nor *lives* there who could *judge betwixt* those *twain*
Which man it was to whom I gave the jewels.’

Parse fully each word in italics in the above extract.

105. Parse as fully as you can the following lines :—

‘The face, that in the morning sun
We thought so wondrous fair,
Hath faded ere his course was run
Beneath its golden hair.’

106. Parse fully the following lines :—

‘Sad Philomel ! ah, quit thy haunt,
Yon distant woods among,
And round my friendly grotto chaunt
Thy melancholy song.’

107. Parse :—‘Puritanism, however, was not a dead thing, for its seeming fall became its victory.’

108. Parse the following lines :—

‘Once in an ancient city, whose name I no longer remember,
Stood in the public square a brazen statue of Justice,
With a sword in its hand, as an emblem that right must preside
there.’

109. Parse the following :—

‘Old yew, which graspest at the stones,
That name the underlying dead,

Thy fibres net the dreamless head,
Thy roots are wrapped about the bones.'

110. Parse the following lines :—

'Down to the vale this water steers,
How merrily it goes !
'Twill murmur on a thousand years
And flow as now it flows.'

111. 'Tis the *place* and all around it,
As of *old* the curlew's call,
Dreary *gleams* across the moorland
Flying over *Locksley Hall*.'

Point out every adverb and every preposition in the above lines ; also parse fully the three words which are in italics.

112. Parse the following lines :—

'I ever
Have studied physic, through which secret art,
By turning o'er authorities, I can
Knowingly speak of the disturbances
That nature works.'

113. Parse the two following lines :—

'I care not, Fortune, what you, me deny :
You cannot rob me of free Nature's grace.'

114. Parse the following lines :—

'Cold though be the road before us,
All the closer we will cling :
Dark though be it, hovering o'er us,
Love shall spread his sunlit wing.'

115. Parse the following lines :—

'Tis thus at the roaring Loom of Time I ply,
And weave for God the garment thou seest Him by.'

116. Parse :—

'He began to talk anon,
Of good Earl Francis, dead and gone,
And of Earl Walter, rest him, God !'
SIR W. SCOTT, *Lay of the Last Minstrel*.

117. 'I loved the brimming wave that swam
Through quiet meadows round the mill,
The sleepy pond above the dam,
The pool beneath it never still.'

Point out the prepositions in the above, and show from them that prepositions are words that express relation.

118. 'If pride were his, 'twas not their vulgar pride
Who, in their base contempt, the great deride.'

CRABBE.

Parse the pronouns in the above.

119. 'If I am a beggar *born*, she said,
I will speak out, I *will* not *lie* ;
Pull off, *pull* off the brooch of gold,
And *fling* the diamond necklace by.'

Parse the words in italics in the above.

120. Parse the pronouns in the following:—'On what compulsion must I? Tell me that.'

121. Point out the adverbs and prepositions in the following, and show the use of each:—

'And never brooch the folds combined
Above a heart more good and kind :
Her kindness and her worth to spy,
You need but gaze on Ellen's eye.'

122. Parse the pronouns in the following passage:—

'And a gentle consort made he,
And her gentle mind was such,
That she grew a noble lady,
And the people loved her much.'—TENNYSON.

123. Point out the adverbs in the following, and show why you call them adverbs:—

'Low in its dark and narrow glen,
You scarce the rivulet might ken,
So thick the tangled greenwood grew,
So feeble trilled the streamlet through.'—SCOTT.

124. Parse the words in italics:—

'My father blessed me *fervently*,
Yet did *not much* complain ;
But *sorely* will my mother sigh
Till I come *back again*.'

125. Point out and parse the adjectives and adverbs in the following:—

'The small birds will not sing aloud,

The springing trout lies still ;
 So darkly glooms yon thunder cloud
 That swathes as with a purple shroud
 Benledi's distant hill.'

126. 'I have some favourite flowers in the spring, among which are the mountain daisy, the hare-bell, the foxglove, the wild brier rose, the budding birch, and the hoary hawthorn, that I view and hang over with particular delight.' Parse fully the pronouns, adverbs, and prepositions in the above, showing the work that each has to do in the sentence.

127. Point out the pronouns in the following, and parse fully the verbs :—

'Oh no, believe, in yonder tower,
 It will not soothe my captive hour
 To know those spears our foes should dread
 For me, in kindred gore, are red.'

128. Point out the adverbs in the following :—

'Tis strange that those we lean on most
 Fall into shadow, soonest lost :
 Those we love first are taken first.'

129. Analyze, and parse fully, the following sentence :—'The prince became a good king, and dismissed his bad associates.'

130. Parse the following :—'There is nobody but me at home, for all have started, in order that they may arrive in time.'

131. Analyze the following passage :—'The Romans used short, stout swords, but rather long spears.'

132. Analyze the following :—

'He prayeth best who loveth best
 All things, both great and small.'

133. Parse the following :—

'Fain would I climb but that I fear to fall.'

134. Parse the following :—'Men change with circumstances : therefore always treat an enemy as though he might some day become a friend.'

135. (a) Parse and analyze the sentence, 'I told him that he was mistaken, if ever man was.'

(b) 'What could he or any one do without health? Money is

not the first thing to be thought of in the world ; for there are many things which money could not buy, and health is one of them.' Analyze the first sentence in the above, and parse each word in it ;—also point out the infinitive moods in the above passage, and show how they differ from finite verbs.

136. Parse fully the following sentence :—'I do not much care whether he go or stay.'

137. Analyze the following sentence :—'Know thou this truth, enough for man to know : virtue alone is happiness below.'

138. Parse the following :—'Love is the fulfilling of the law ; and therefore if a man hate another, he sins against the law.'

139. Analyze the foregoing passage.

140. Parse fully the following passage :—

'Take the instant way ;
For honour travels in a strait so narrow,
Where one but goes abreast ; keep then the path.'

141. Analyze the foregoing passage.

142. Parse the following sentence :—'There is no one whom we are able to suspect of this deed but the prisoner.'

143. Analyze the foregoing sentence.

144. Parse the following words :—'As you say so, I must believe it.'

145. Analyze the following :—'We are not told where he died, and to conjecture would be idle.'

146. Parse and afterwards analyze the following sentence :—'If this be good-nature, let me always be a churl.'

147. Parse, and afterwards analyze, the following lines :—

'And e'en while fashion's brightest arts decoy,
The heart distrusting asks if this be joy.'

148. Parse and analyze the following :—

'I pray thee, Launce, and if thou see'st my boy,
Bid him make haste.'

149. Parse and afterwards analyze the following sentence :—'In outward things I will look to those that are beneath me, that, if I must build myself out of others, I may rather raise content than murmur.'

150. Parse and analyze the following sentence :—

‘A spider, one fine summer morning, set
To catch a breakfast his old waving net
With clever art, upon a spangled thorn.’

151. Parse the following sentence :—‘A nation which lets her language go to ruin must be on the brink of barbarism in everything else.’

152. Analyze the foregoing sentence.

153. Parse and analyze the following :—

‘Our broken friendships we deplore,
And loves of youth that are no more.’

154. Parse and analyze the following :—

‘Sweet was the sound, when oft at evening’s close,
Up yonder hill the village murmur rose.’

155. Parse and analyze the following sentence :—‘My partner and I bought the cotton on condition that the defendant took one-half.’

156. Analyze the following lines :—

‘*To-day* my lord of Amiens and myself
Did steal behind him *as he lay along*
Under an oak *whose* antique root peeps out :
Upon the brook *that* brawls *along* this wood.’

Parse the words which are in italics in the foregoing lines.

157. Parse the following passage :—‘Cover the body over,’ said he, ‘lest his father see it as he passes by.’

158. Analyze the foregoing passage with care.

159. Analyze the following :—‘*Thus* it resulted *that*, from *being* proscribed and a *fugitive*, he *became* the most powerful *subject* in the whole dominions.’

160. Parse the words in italics in the foregoing passage.

161. Analyze the following sentence, and parse all the words in italics :—

‘The stormy March *is come* at *last*,
With wind and *cloud* and *changing* skies.
I hear the *rushing* of the *blast*,
That through the snowy *valley* *flies*.’

162. Analyze the following :—‘The sense of danger is never

perhaps so fully apprehended as when the danger has been overcome.

163. Parse the words in italics in the foregoing passage.

164. Parse fully and afterwards analyze the following words :—‘ Unless it be disagreeable, finish what you had begun.’

165. Analyze the following sentence :—‘ Camels, *though generally affectionate, sometimes harbour* revenge ; but if this *be* once gratified, they *return* to gentleness.’

166. Parse fully the six words in italics in the foregoing.

167. Analyze the following lines, and then parse carefully the words which are in italics :—

‘ I am *no orator* as Brutus is,
But, as you *know* me *all*, a plain blunt *man*
That loves his friend.’

168. (a) ‘ He reported *that the king was dead*.’

(b) ‘ A man, *when he travels*, acquires knowledge.’

(c) ‘ He set off *before the sun rose*.’

In the three foregoing passages, state what kind of paragraph, or sentence, is shown in the words which are in italics.

169. Parse :—‘ Seeing is believing.’ ‘ He thought me a clever girl.’ ‘ If he go, she goes too.’

170. Analyze the two following lines, and do not omit to state the *kind* of sentences :—

‘ Oft as he turned the greensward with his spade,
He lectured every youth that round him played.’

171. Parse :—‘ He came home a week ago.’ ‘ He cut down the tree.’ ‘ He fell down the tree.’

172. Analyze the following lines, and parse fully the words which are in italics :—

‘ O modest *Evening* ! oft let me *appear*,
A wandering *votary* in thy pensive train,
Listening to all the widely-warbling throats
That fill with farewell *sweet* thy darkening plain.’

173. Analyze the following passage :—‘ The populace, as if not satisfied with his death, were eager to mangle the corpse of him at whose frown they had so lately trembled.’

174. Analyze the following passage :—‘ *Before* Rufinus *could* reflect on *his* danger, Gainas gave the signal *which* had been agreed upon.’

175. Parse the words in italics in the above sentence.

176. Analyze the following lines, and parse the words which are in italics :—

‘ O thou *that* dost inhabit in this breast,
Leave not the mansion so *long* tenantless ;
 Lest growing ruinous the building *fall*,
 And leave *no* memory of what it was.’

177. ‘ Clodius, *as* he journeyed along, met his enemy *Milo*, who was *bent on killing him*.’ Analyze the above sentence and parse the words in italics.

178. ‘ These mouths, *which but* of late, earth, sea, and air
 Were *all* too little to *content* and please,
 Although they gave their creatures in abundance,
Would now *be* glad of bread, and beg for it.’

Analyze the above lines, and parse the words in italics.

179. Parse the following sentence :—‘ When plants are burned, the substances which they received from the soil remain behind.’

180. Analyze the above sentence.

181. Analyze the following sentence, and parse the words which are in italics :—‘ If Wellington *be* thought inferior to Napoleon in the genius which plans a campaign, *yet* he was his *equal*, to say the least, in *handling* an *army* in the field.’

182. ‘ The *tenour*
Which my life holds, he readily *may conceive*
 Who e’er hath *stood* to watch a mountain brook.’

Analyze the foregoing lines and parse the words which are in italics.

183. Analyze the following lines :—

‘ *Deep sunk* in thought, I ween, he was,
 Nor ever *raised* his eye,
 Until he came to that dreary place
 Which did *all* in ruins *lie*.’

184. Parse the words in italics in the above.

185. Analyze the following lines, and parse the words in italics :—

‘I *saw* a crag, a lofty *stone*
As ever tempest *beat*,
 Out of its head an oak *had grown*,
 A *broom* out of its feet.’

WORDSWORTH, *The Oak and the Broom*.

186. ‘We doubt whether it *would be possible* to mention a state *which has been* on the whole a gainer by a breach of public faith.’

(a) Point out the adjective sentence, and show why it is so called.

(b) Parse the words in italics.

187. ‘*My life*, my honour, and my cause,
 I tender *free* to Scotland’s *laws*.
 Are these so weak *as must require*
 The aid of your misguided ire?’—SCOTT.

(a) Parse the words in italics.

(b) Analyze the last two lines, supplying what is needed in the third line to complete the construction.

188. State which is the principal and which is the subordinate sentence in the following, and explain why :—

‘For honour travels in a strait so narrow,
 Where but one goes abreast.’

189. Parse the following :—

‘And the brave foemen, side by side,
 Lay peaceful down like brothers tried.’

190. ‘If nature put not forth her power
 About the opening of the flower,
 Who is it that could live an hour?’

Point out the different subordinate sentences in the above and state what is the nature of each.

191. Parse the words forth, about, who, that, could, live, hour, in the above.

192. ‘Ask me not *what* the maiden feels,
Left in that dreadful *hour* *alone*;
 Perchance her reason *stoops* or reels;
 Perchance a courage *not her own*
 Braces *her* mind to desperate tone.’

(a) Parse the words in italics.

(b) Point out the subject and the object in each of the two sentences contained in the first line.

193. 'I marked thee send delighted eye
Far to the south and east, where lay,
Extended in succession gay,
Deep waving fields and pastures green,
With gentle slopes and groves between.'—SCOTT.

(a) Prove that there are only two sentences in the above, and state which is the principal sentence..

(b) Point out and parse the participles and adjectives.

(c) Show that 'between' is an adverb in the last line, and give other examples in which prepositions are used as adverbs.

194. Analyze the following passage :—

'Like softened airs that blowing steal,
Where meres begin to uncongel,
The sweet church-bells began to peal.'

195. Point out and parse the participles and infinitive moods in the above.

196. If the conjunction cannot govern an objective case, how do you explain the objective case after 'than' in the following examples :—'You punished him more severely than me.' 'It reached me sooner than him.'

197. Analyze the subordinate sentence in the following :—

'Nor *did* he *doubt* her *more* !
But rested in her fealty, till he crowned
A happy life with a fair death.'—TENNYSOON.

198. Parse the words in *italics* in the above.

199. 'I have some favourite flowers in the spring, *among which are* the mountain daisy, the hare-bell, the foxglove, the wild-brier rose, *the budding birch*, and the hoary hawthorn, *that* I view and hang over with particular delight.'—BURNS.

(a) Parse the words in italics.

(b) Analyze the above.

200. Analyze the following passage :—

'Be just and fear not ;
Let all the ends thou aim'st at be thy country's,
Thy God's, and truth's.'

(a) Point out the subject and predicate in each of the first two sentences of the above passage.

(b) Parse fully all the verbs in the above.

(c) Point out and parse the possessive cases in the two last lines.

201. Analyze the following, and parse the words in italics:—

‘No *check, no stay*, this streamlet fears ;

How merrily it goes !

‘*Twill murmur on a thousand years,*

And flow as now it flows.’

202. Analyze and parse fully :—‘I asked him the reason of his conduct, but he gave me no answer.’

203. ‘*Hard by yon* wood, now *smiling as* in scorn,

Muttering his wayward fancies, he *would rove* ;

Now drooping, woeful, wan, *like one forlorn*,

Or crazed with care, or crossed in hopeless love.’

Parse the words which are in italics.

204. (a) Analyze the following :—

‘Lives of great men all remind us,

We can make our lives sublime.’

(b) Parse each word in the following passage :—

‘None is so utterly destitute

But some heart, though unknown,

Responds unto his own.’

205. Parse the following :—‘You have done that you should be sorry for.’

206. Analyze the following passage fully :—

‘Know thou this truth, enough for man to know,

Virtue alone is happiness below.’

207. Parse the words in the above passage.

208. Analyze the following :—

‘An orchard slope

Arose behind, and joyous was the scene,

In early summer when those antic trees

Shone with their blushing blossoms, and the flax

Twinkled beneath the breeze its liveliest green.’

209. Parse the following :—‘If a grub becomes a butterfly, who knows but that man’s very body contains the germs of another body!’

210. Parse and analyze the following passage :—

‘In Æsop’s fables
There is an ancient story of the fox,
How bad a lodger once it found the eagle.’

Parse the word ‘lodger’ in particular very fully.

211. Parse the following words :—

‘Enough for me,
With joy I see
The different dooms our fates assign ;
Be thine despair
And sceptred care,
To triumph and to die are mine.’

212. Analyze the foregoing passage.

213. Parse fully the following sentence :—

‘From that bleak tenement
He many an evening, to his distant home
In solitude returning, saw the hills
Grow larger in the darkness.’

214. Analyze the foregoing passage.

215. Parse the following passage :—

‘Take the instant way ;
For honour travels in a strait so narrow,
Where one but goes abreast ; keep then the path,
For emulation hath a thousand sons
That one by one pursue.’

216. Analyze the foregoing passage.

217. Parse the following sentence :—‘When their masks were removed, the Czar knew them to be the very same men as had before attempted his life.’

218. Analyze the preceding sentence.

219. Parse the following lines :—

‘’Tis hard to say if greater want of skill
Appear in writing or in judging ill.’—POPE.

220. Analyze the two foregoing lines.

221. Parse and afterwards analyze the following lines :—

‘Not enjoyment, and not sorrow,
Is our destined end or way,
But to act, that each to-morrow
Finds us farther than to-day.’

222. Parse the following :—

‘Murder, though it have no tongue, will speak
With most miraculous organ.’

223. Analyze the preceding lines.

224. Parse and afterwards analyze the following :—

‘To reign is worth ambition though in hell :
Better to reign in hell, than serve in heaven.’

225. Parse and analyze the following lines :—

‘Here, on this delightful day,
I cannot choose but think
How oft a vig’rous man I lay
Beside this water’s brink.’

226. Analyze the following sentence, and parse the words in italics :—

‘*Far off* the lowing *herds are heard*,
And *songs*, when toil *is done*,
From *cottages*, whose smoke unstirred
Curled yellow in the sun.’

227. Analyze the following sentence :—‘Philosophers do *well* in *calling truth* the *very* basis of *all* that is excellent in human character.’

228. Parse the words in italics in the above.

229. Analyze the two following lines, and parse the words in italics :—

‘If time *improve* our wit as well as *wine*,
Say at what age a *poet* grows divine.’

In your parsing state specially what is the *object* of the verb ‘say.’

230. Analyze the following :—‘There *could* be *no* pleasure in *helping others* if there *were* no previous *affection* for them.’
Parse the words in italics.

231. Analyze the following lines and parse the words in italics:—

‘No sound nor motion of a living thing,
The *stillness* breaks *but* such *as serve* to soothe,
Or make us *feel* the solemn *stillness more*.’

232. Analyze the following:—

‘*Alike* the busy and the gay
But flutter through life’s busy day,
In fortune’s varying colours *drest*.
Brushed by the hand of rough mischance,
Or chilled by age their airy *dance*
They leave, in dust to rest.’

233. Parse the words in italics in the above.

234. Analyze the following lines, showing especially the *kind* of each sentence:—

‘I held it *true* with him *who* sings
To one clear harp in divers tones,
That men *may* rise on stepping-stones
Of their dead *selves* to higher things.’

235. Parse fully the words in italics in the above.

236. Analyze the following passage:—‘*Believe this, that* if I *had known* that you would be the judge, I should *have had* no *fear*.’

237. Parse the words in italics in the above.

238. Analyze the following passage, and parse the words in italics:—

‘*We* sat within the *farmhouse* old,
Whose windows, looking o’er the bay,
Gave to the *sea-breeze*, damp and cold,
An easy *entrance night and day*.’

239. Parse the following sentence:—‘Business of much importance took him off; otherwise he would have stayed a few days longer.’

240. Analyze the above passage.

241. Analyze the two following lines, and parse the words in italics:—

‘*See* matter next, with various life *endued*,
Press to one centre *still*, the general good.’

242. Analyze the following lines :—

'When next you talk of *what* you view,
Think others *see* as well as you ;
Nor *wonder* if you find that *none*
Prefers your eyesight to his *own*.'

Parse fully and carefully the five words in the above passage which are in italics.

243. Analyze the following passage :—

'*Unmuffle*, ye faint stars ; and thou, fair *moon*,
That woudest to love the traveller's *benison*,
Stoop thy pale visage.'

244. Parse the words in italics in the foregoing passage.

245. Analyze the following lines, and parse very carefully the words which are in italics :—

'The fairest action of our human life,
Is *scorning* to avenge an injury ;
For who forgives without a *further* strife
His adversary's *heart* to him *doth tie*.'

246. Analyze the following lines :—

'The heart of childhood is *all* mirth ;
We *frolic* to and fro,
As free and blithe *as* if on earth
Were no such thing as woe.'

247. Parse every word in italics in the foregoing lines.

248. Analyze the following lines :—

'Tis not a *pyramid* of marble stone,
Tho' high as our *ambition* ;
'Tis not a tomb cut out in brass which can
Give life to th' ashes of a man,
But verses *only* ever fresh appear,
Whilst there are men to *read* or hear.'

249. Parse the words in italics in the foregoing lines.

250. 'There was once a young shepherd, who wished to marry, and knew three sisters ; but *as* each one was *as* pretty *as* the *others*, he was doubtful *which* to prefer.' Analyze the foregoing passage, and parse the words in italics.

251. Analyze the following sentences, and parse the first two :—'Who chooseth me must give and hazard all he hath.'

‘That young lady well deserved a prize, because she studied so hard.’

252. ‘The *current*, *that* with gentle murmur glides,
You know, being stopt, impatiently *doth* rage;
But if *its* fair course *be* not *hindered*,
It makes sweet music with th’ enamelled stones.’

Analyze the above lines, and parse fully the words in italics.

253. ‘Within this bosom never entered *yet*
The dreadful *motion* of a murderous thought;
And you have slandered nature in my form,
Which, howsoever rude exteriorly,
Is *yet* the *cover* of a fairer mind
Than to be butcher of an innocent child.’

Analyze the above lines, and parse the words in italics.

254. ‘He *scarce* had said, when the bare earth, till then
Desert and bare, *unsightly*, unadorned,
Brought forth the tender grass, *whose* verdure *clad*
Her universal face with pleasant *green*.’

Analyze the above passage, and parse the words in italics.

255. Analyze the following lines, and parse the words in italics :—

- ‘*Ill* fared it then with Roderick Dhu
That on the field his targe he threw,
Whose brazen studs and tough bull hide
Had death so often *dashed* aside ;
For trained *abroad* his *arms* to wield,
Fitz-James’s blade was sword and shield.’

256. Analyze the following lines :—

- ‘Thus *let* me live unseen, unknown,
Thus *unlamented* let me die,
Steal from the world, and not a *stone*
Tell where I lie.’

257. Parse the words in italics in the above.

258. Analyze the following lines :—

- ‘With this ring, O Prince,
Favour dear Spain—who *like* a *widow* now
Mourneth in desolation—I *thee* *wed*,
Till death *dispart* the union.’

259. Parse the words in italics in the above.

260. Analyze the following lines, and parse fully the words in italics :—

‘The sun, above the mountain’s head,
A *freshening lustre mellow*,
Through *all* the long green fields has spread
His first sweet evening *yellow*.’

WORDSWORTH, *An Evening Scene*.

261. Analyze the following passage :—

‘O then,
What soul was his, when from the naked top
Of some bold headland he beheld the sun
Rise up and bathe the world in light.’

262. (a) ‘He sings of *what* the world *will be*, *when* the years *have died away*.’ Parse the words in italics.

(b) ‘Alas ! and is domestic strife,
That sorest ill of human life,
A plague so little to be feared
As to be wantonly incurred,
To gratify a fretful passion
On *every* trivial provocation?’—COWPER.

Point out the enlargements of the subject and predicate that occur in the above passage. Parse the words in italics.

263. ‘I had often been told *that* the rock before me was the *haunt* of a genius, and that *several* had been entertained with music *who had passed* by it.’—ADDISON, *Vision of Mirza*.

(a) Show which are the noun sentences in the above.

(b) Give other examples, first of a noun sentence which is the *object*, and next of a noun sentence which is the *subject*, of another sentence.

(c) Parse the words in italics.

264. Analyze the following passage :—

‘Then her people softly *treading*,
Bore to earth her body *drest*
In the dress *that* she was wed in,
That her spirit *might have* rest.’

265. Parse the words in italics in the above.

266. 'And if there *be* a human tear
From passion's dross *refined* and clear,
'Tis *that which* pious fathers shed
Upon a duteous daughter's *head*.'

Point out the different enlargements of the predicate which occur in the above, and give other examples of the same thing.

267. Parse the words in italics in the above.

268. Analyze and parse the following passage :—

'With lifted hands and eyes they prayed
For blessings on his generous head,
Who for his country felt alone,
And prized her blood above his own.'

SCOTT.

What is the antecedent to 'who' in the above passage?

269. Point out co-ordinate sentences in the following, and explain the distinction between co-ordinate and subordinate sentences :—

'On to God's house the people prest.
Passing the place where *each must rest*,
Each entered *like* a welcome guest.'

TENNYSON.

270. Parse the words in italics in the above, and show that 'where' is used as a conjunction.

271. Point out the enlargements of the subject, and of the predicate, which occur in the following passage, and give other examples of such enlargement :—

'And you *have slander'd* nature in my form,
Which, howsoever rude exteriorly,
Is yet the cover of a fairer mind
Than to be *butcher* of an innocent child.'

272. Parse the words in italics in the above.

273. 'Whom I most hated living, thou hast made me,
With thy religious truth and modesty,
Now in his ashes honour ; peace be with him.'

SHAKESPEARE.

- (a) Parse fully the first line in the above.

- (b) Subordinate sentences are sometimes connected with the

principal by a relative. Give an instance from the above, and show which is the subordinate sentence.

274. 'As the tall ship whose lofty prow
Shall never stem the billows more,
Deserted by her gallant band,
Amid the breakers lies astrand,
So on his couch lay Roderick Dhu.'

(a) Point out the principal, the adverbial, and the adjective sentences in the above.

(b) Parse very fully the two lines in italics.

(c) What rules of syntax are illustrated in the above passage?

275. Analyze the following :—

'If ever in temptation *strong*
Thou *left'st* the right path for the *wrong* ;
If every devious step thus *trod*
Still led thee *farther* from the road ;
Dread then to speak presumptuous doom
O'er noble Marmion's lowly tomb.'

SCOTT.

276. Parse the words in italics in the above.

277. 'What though upon her speech there hung
The accents of the northern tongue?
Those silver sounds, so soft, so clear,
The listener held his breath to hear.'

(a) Point out the subject and the object of the sentence in the last two lines.

(b) What must be supplied so as to complete the construction in the first two lines?

(c) Analyze the subordinate sentence which the first two lines contain.

278. 'Woe is *me* !
Authority forgets a *dying* king,
Laid widowed of the Power in his eye
That bowed the will.'

TENNYSON, *Morte d'Arthur*.

(a) Point out and analyze the two principal sentences in the above.

(b) Parse the words in italics.

279. 'I see *thee* what thou art ;
 For thou, the *latest left* of all my knights,
 In *whom* should *meet* the officers of *all*,
Thou wouldest betray me for the precious hilt.'

(a) Point out the adjective sentence in the above, and analyze it.

(b) Parse the words in italics.

(c) Comment on the word 'what' (*i.e.* explain its government, show what it is equivalent to) in the first line.

280. Analyze the following passage :—

'Not twenty *years* ago, but *you*, I think,
Can scarcely *bear* it now in mind, there *came*
 Two blighting seasons, *when* the fields were left
 With *half* a *harvest*.'

281. Parse all the words in italics in the above.

282. Parse the words in italics in the following :—

'*Thus* with the year
 Seasons return ; but not to me *returns*
 Day, or the sweet *approach* of even or morn,
 Or sight of vernal bloom, or *summer's* *rose*,
 Or flocks, or herds, or human face *divine* ;
 But *cloud* instead, and ever during *dark*
 Surrounds me.'

283. Analyze :—

'I *dare* do all *that* may become a *man* ;
 Who dares do more, *is* none.'

Parse the words in italics.

284. Parse the following :—

'Lords are lordliest in their wine ;
 And the well-feasted priest then soonest fired
 With zeal, if aught religion seem concerned.'

285. Analyze the following :—

'One man in his time plays many parts ;
 His acts being seven ages.'

286. Analyze the following passage :—

'In florid beauty groves and fields appear ;
 Man seems the only growth that dwindles here.'

287. Parse the latter of the above two lines.

288. Parse the following:—‘When their masks were removed, he knew them to be the same men as had before attempted his life.’

289. Analyze the sentence :—‘A reader, unacquainted with the real nature of a classical education, will probably undervalue it, when he sees that so large a portion is devoted to the study of a few ancient authors, whose works seem to have no direct bearing on the work of generation.’

290. Parse and analyze the following sentence:—‘Hannibal’s manœuvre made him change his route, so that he was forced to keep the lake on his right.’

291. Parse the following :—‘Let the wind and the storm do their worst, still the pine tree, if it find only a ledge, will grow straight as an arrow.’

292. Analyze the foregoing sentence.

293. Parse the following passage :—

‘Perseverance, my lord,
Keeps honour bright ; to have done is to hang
Quite out of fashion, like a rusty nail
In monumental mockery.’

294. Analyze the foregoing passage.

295. Analyze the following lines :—

‘He *must allege* some cause ; and offer’d *fight*
Will not dare *mention*, lest a question *rise*
Whether he durst accept the offer or not ;
And that he durst not *plain* enough *appeared*.’

296. -Parse the words in italics in the above.

297. Analyze the following passage :—

‘My soul, *turn* from them ; *turn we* to survey
Where rougher *climes* a nobler race display,
When the bleak Swiss their stormy *mansions* tread,
And *force* a churlish soil for scanty bread.’

298. Parse the words in italics in the above.

299. Analyze the following passage :—

‘*Be* not over exquisite
To cast the fashion of uncertain evils ;

*For grant they be so, while they rest unknown,
What need a man forestall his date of grief?*

300. Parse the words in italics in the above.

301. Analyze the following :—

‘*Had I but* died an *hour* before this chance,
I had *liv’d* a blessed *time*; for from this instant
There’s *nothing* serious in mortality.’

302. Parse the words in italics in the foregoing lines.

303. Parse and afterwards analyze the following :—

‘To die by thee were but to die in jest,
From thee to die were torture more than death.
Oh, let me stay, befall what may befall.’

304.

‘The aged man
Had placed *his* staff across the broad, smooth stone
That overlays the *pile*, and from a bag
All white with flour, the *dole* of *village* dames,
He drew his scraps and fragments *one* by *one*.’

Analyze the foregoing lines and parse the words in italics.

305. Analyze the following :—‘When he saw his son *come* staggering along, the Sultan cried out, “*All* I have gained is lost if that drunkard *become* my *successor*.”’

306. Parse the words in italics in the above.

307. Parse and analyze the following lines :—

‘Such savoury deities must needs be good
As served at once for worship and for food.’

308. Analyze the following :—‘If nothing be published *but* *what* civil authority shall have previously *approved*, poor must always be the *standard* of truth.’ Parse the words in italics.

309. Analyze the following, and parse the words in italics :—

‘*Fair* spreads the *vale* below; I see the stream
Glide *radiant* on *beneath* the *noontide* sky.’

310. Analyze the following lines :—

‘Freeze, freeze, thou bitter sky,
That dost not bite so sharp
As *benefits* forgot;

Though thou the waters *warp*,
 Thy sting is not so sharp
 As friend remember'd not.'

Explain the exact force of the expression 'friend remember'd not ;' also parse the words which are in italics.

311. Analyze the following passage, and show the *kind* of each sentence :—'*Though* the night was so dark *that* they could not *tell what city* they were approaching, they marched on.'

312. Parse the words in italics in the above.

313. Analyze the following lines :—

'The *voice* I *hear* this passing *night* was *heard*
 In ancient times by emperor and clown.'

314. Parse the words in italics in the above.

315. Analyze the following passage :—

'There be those who sow beside
 The waters that in silence glide,
 Trusting no echo will declare
 Whose footsteps ever wandered there.'

316. Parse and afterwards analyze the following line :—

'“Whom the gods love die young,” was said of yore.'

317. Parse and analyze the following :—

'The words I utter
 Let none think flattery, for they'll find them truth.'

318. Analyze the following sentence :—'I had *but just* arrived from Arpinum *when* Tiro gave *me* the *letters that* you had sent.'

319. Parse the six words in italics in the above.

320. Analyze, and parse fully the words in italics :—

'Let me *stand* here *till* thou *remember* it.'

321. Analyze the following passage :—

'*Wisdom's* self
 Oft *seeks* to sweet retired solitude,
 Where, with her best nurse, *Contemplation*,
 She plumes her feathers and *lets grow* her *wings*.'

322. Parse the words in italics in the foregoing passage.

323. Analyze the following :—

‘ If my standard-bearer *fall*, *as* fall full well he may,
For never *saw* I promise yet of such a bloody fray,
Press where ye see my white plume *shine*.’

324. Parse the words in italics in the above.

325. Analyze the following passage, and parse fully the words in italics :—‘ *Most* of the lower animals, though they *cannot reason* by general notions, *possess* means of communication by sounds, *which* in a certain sense *constitute* language.’

326. ‘ Star, *that* bringest home the bee,
And *sett'st* the weary labourer *free*,
If any star *shed* peace 'tis thou,
Appearing when heaven's breath and brow
Are sweet as *hers* we *love*.’

Analyze the foregoing lines and parse the words in italics.

327. ‘ Alas ! how light a cause may move
Dissension between hearts that *love* ;
Hearts, *that* the world in vain had tried,
And sorrow *but* more closely *tied*,
That stood the storm when waves were rough,
Will yet in sunny hours fall off.’

Analyze the above lines and parse the words in italics.

328. Analyze the following passage and parse the words in italics :—‘ But, *as* often *happens*, *good* sprang out of evil, and this *very* fire became a *blessing* by burning out the *dregs* of the plague.’

329. ‘ If the rain *be prolonged* the Phuleli *becomes* a large *river*, which in Europe might claim very high rank ; and at the first inundation the people *begin irrigating* the *lands*.’
Analyze the above, and parse fully the words in italics.

330. ‘ *As* we paced along,
Methought that Gloucester stumbled, and in *falling*
Struck one *that thought* to save him *overboard*.’

Analyze the above lines, and parse the words in italics.

331. ‘ The third *day* comes a frost, a killing frost ;
And when he thinks—good easy *man*—*full* surely

His *greatness* is a-ripening, *nips* his root,
And then he falls as I do.'

Analyze the above lines and parse the words in italics.

332. Analyze the following lines and parse the words in italics :—

'*All* suddenly the hill his snow devours,
In lieu *whereof* a goodly garden grew,
As if the snow had melted into flowers,
Which their sweet *breath* in subtle vapours *threw*.'

333. Analyze the following lines and parse the words in italics :—

'Said John, "It is my *wedding day*,
And *all* the world *would stare*
If wife *should dine* at Edmonton,
And I should dine at Ware."

334. Analyze the following lines :—

'She *like* a sleeping *infant* lay reclined,
Feeling *no* fear and *all serene* in mind ;
While that angelic form that moved beside,
Seemed some good spirit sent to be her guide.'

335. Parse the words in italics in the above.

336. Analyze the following lines, and parse the words which are in italics :—

'*E'en such as his* may be my lot,
What cause have I to haunt
My heart with terrors? Am I not
In truth a *favoured* plant?'
WORDSWORTH, *The Oak and the Broom*.

337. 'Look who that is most virtuous alway,
Prive and apert,¹ and most intendeth aye
To do the gentil deedës that he can,
And take him for the greatest gentleman.'

CHAUCER.

Analyze the above.

338. Analyze the following :—

'Take physic, pomp :
Expose thyself to feel what wretches feel.'

¹ In private and public.

339. 'A gentle knight was pricking on the plaine,
Ycladd in mightie armes and silver shielde
Wherein old dints of deepe wounds did remaine.'

SPENSER, *Fairie Queene*.

Analyze the subordinate sentences in the above.

340. What is the word '*that*' used for in the following?
Parse it fully:—'I may do that I shall be sorry for.'

341. 'Air and ye elements—the eldest birth
Of Nature's womb, that in quaternion run
Perpetual circle multiform, and mix
And nourish all things; let your ceaseless change
Vary to your great Maker still new praise.'

MILTON.

Parse the words *ye*, *birth*, *circle*, *let*, *change*, *vary*, *praise*.

342. 'But now *help* God, to quenchen all this sorrow!
So hope I that he shall, for he best may,
For I have seen of a full misty morrow¹
Followen oft a merry summer's day,
And after winter *cometh* greenë May,
Folk see *all day*, and eke men read in stories
That after sharpë stourës² *be* victories.'

CHAUCER.

Analyze the first two lines and parse the words in italics.

343. 'And *though* he holy *were* and *vertuous*,
He was to sinful men not *despitous*,
But in his teaching discrete and benigne.
To drawen folk to heaven with fairenesse
By good example was his *businessse*.'

CHAUCER.

(a) Analyze the last two lines.

(b) Parse the words in italics.

344. Point out and analyze the subordinate sentence in the following:—'Certainly Virtue is *like* precious Odours, *most fragrant* when they are *incensed* or crushed. For Prosperity *does best discover Vice*, but Adversity does best discover Virtue.'

BACON.

345. Parse the words in italics in the above.

346. 'Go to the ant, *thou sluggard*; consider her ways, and be

¹ *Morrow*, morning.

² *Stourës*, struggles.

wise ; which, having no guide, overseer, or ruler, provideth her meat in the summer, and gathereth her food in the harvest.'

- (a) Parse the words in italics.
- (b) How many sentences are there in the above ?
- (c) Write out each, and state what kind it is.
- (d) Point out any enlargement of the subject which occurs in the above passage.

347. ' His unclouded breast,
No envy stung, no jealousy distressed—
Bane of the poor ! it wounds their weaker mind
To miss one favour which their neighbours find.'

CRABBE.

- (a) Analyze the above, pointing out any difficulties that you notice in the construction in the last two lines.
- (b) Parse the pronouns in the above passage.

348. ' A poor widow, *some deal* yclept in age,
Was whilom *dwelling* in a poor cottage,
Beside a grove, *standing* in a dale :—
This widow, of *which* I tell you my tale,
Since thilke *day* that she was *last* a wife
In patience led a full simple life.'

- (a) Analyze the last three lines.
- (b) Parse the words in italics.

349. Analyze the following, and parse the words in italics:—
' Beneath those rugged *elms*, *that* yew tree's shade,
Where heaves the turf in many a smouldering heap,
Each in his narrow cell for ever *laid*,
The rude *forefathers* of the hamlet sleep.'

GRAY'S *Elegy in a Country Churchyard*.

350. ' How *many thousands* of my *poorest* subjects
Are at this *hour asleep* ! *Sleep*, gentle sleep,
Nature's soft nurse, how have I frightened thee,
That thou no more *wilt weigh* my eyelids *down*,
And steep my senses in forgetfulness ?'

SHAKESPEARE'S *Henry IV*.

- (a) Analyze the second sentence in the above.
- (b) Parse the words in italics.

351. Parse the words in italics in passage No. 6, page 21, and analyze the first three sentences of it.

COMPOSITION AND NOTES OF LESSONS.

N.B.—In many instances the composition is judged by the answers in History and Geography or other subjects ; and in many instances also a passage is read *once* by the inspector, the substance of which pupils are required to write down afterwards in their own words.

In addition, the following Composition Exercises have been given :—

1. Describe the town or village in which your school is situated.
2. Write a short letter to a schoolfellow.
3. Write a short letter to a fellow pupil teacher.
4. Write notes of a lesson on Mountains.
5. Write a specimen letter to your teacher during the holidays.
6. Write a short essay on ' Early Rising. '
7. Write full notes of a lesson on Sugar, Rice, or Cotton.
8. Write a letter describing to a friend your daily work as a pupil teacher.
9. Describe concisely, but chronologically, the sources and growth of the English language.
10. Write notes of a lesson on Rivers.
11. Write a letter to your teacher on some subject connected with your school duties.
12. Write a short account of the earth's motions, and show what results from them, and why.
13. Write notes of a lesson on the Lion.
14. Write notes of a lesson on the Gulf Stream.
15. Write a short letter to one of your parents.
16. Write full notes of a lesson on the Elephant.
17. Write full notes of a lesson on ' Wheat. '
18. Write notes of a lesson on the Whale.
19. Write a letter to a fellow pupil teacher at a distance, telling him about your school.
20. Write notes of a lesson on Barley.
21. Write a short account of the island of Ceylon.

22. Write a letter to a friend giving an account of what subjects you are studying out of school hours.

23. Write a letter to a friend saying how you think of spending the holidays.

24. Write a letter to a friend at a distance, telling him how you spent last Saturday and Sunday.

25. Write a letter telling how you propose to spend the Christmas holidays.

26. Write notes of a lesson on Snow.

27. Write notes of a lesson on the parts of a Flower.

28. Write notes of a lesson on the 'Dog.'

29. Write the heads of a lesson on Gibraltar.

30. Write notes of a lesson on the Reindeer.

31. Write notes of a lesson on Earthquakes.

32. Write notes of a lesson on the shape of the Earth.

33. Write notes of a lesson on 'Coal.'

34. Write notes of a lesson on Idleness.

35. Write notes of a lesson on Australia.

36. Write a letter describing your Easter holidays.

37. Write a letter to a friend at a distance, telling him how you usually employ yourself in summer on Saturdays.

38. Write a letter to a friend, stating what you are studying, and what subjects you like best.

39. Write a letter giving an account of a journey by railway from London to Edinburgh, and naming the chief towns passed on the road.

40. Write a letter giving an account of a journey by railroad from Dover to Manchester, naming the counties through which you would have to pass.

41. Write a letter narrating a voyage from Liverpool to St. Petersburg in a steamboat.

42. Write a letter narrating a journey from London to Constantinople.

43. Write a letter describing a journey from Havre to Trieste either by land or by sea, naming the principal places which you pass.

44. Write notes of a lesson on Corn.
45. Write notes of a lesson on the Cow.
46. Write notes of a lesson on British India.
47. Write full notes of a lesson on Egypt.
48. Write notes of a lesson on the island of *Malta*.
49. Write notes of a lesson on 'Climate.'
50. Write notes of a lesson on a Photograph.
51. Write notes of a lesson on Persia.
52. Write notes of a lesson on the rivers of India.
53. Describe the building, playgrounds, and so forth of your school, as you would in writing to a friend who had not seen them.
54. Write an account of any place which you have visited.
55. Write an account of your attending this examination, as if you were writing to a friend at a distance.
56. Write notes of a lesson on 'a Pane of Glass.'
57. Write notes of a lesson on a Shilling.
58. Write notes of a lesson on the basin of the river Med-way, *or* of the river Danube.
59. Write out full notes of a lesson on any king's reign.
60. Write out full notes of a lesson on European Turkey.
61. Write out full notes of a lesson on 'Proportion' to a first class, explaining, if you can, how the same question could be treated by the rule of 'First Principles,' and by that of State-ment.
62. Write full notes of a lesson on the 'Verb.'
63. Write full notes of a lesson on the chief occupations of the inhabitants of South Staffordshire.
64. Write full notes of a lesson on Vulgar Fractions, such as you would give to a class of children just commencing the rule.
65. Write full notes of a first lesson to young children on Grammar.
66. Write notes of a lesson on (1) the Caspian, (2) the British Settlements in Further India and China.
67. Write notes of a lesson on the Railways of England.

68. Write a letter describing the county in which your school is situated.

69. Write an account of any poem which you have partly repeated during your apprenticeship.

70. Write out an account of the chief employments of the working class in the town or village in which your school is situated.

71. Write a short account of the principal vegetable productions of this country, especially of any for which your own district may be famous.

72. Write a short essay on *Punctuality* in the language you would use if you were giving a lesson to a first class.

73. Write a short description of the peculiarities of the climate of England.

74. Answer at length the following questions:—If you disregard the speed at which passengers and goods are carried from place to place by railways, are there any advantages over the old fashion of travelling by road in the modern one of travelling by steam?

75. Write an essay on 'What is Courage?'

76. Write full notes of a lesson on *Adjectives*.

77. Write full notes of a lesson on *Transitive* and *Intransitive* Verbs under the following heads:—

(a) Explanation of terms.

(b) Examples in various forms.

(c) The object, and how to know it in a sentence.

(d) The use of Prepositions with Intransitive Verbs.

78. In giving a lesson in reading to any class, what method of instruction have you been taught to adopt, and what are the chief points which you have to press on the attention of the children under your charge?

79. Write full notes of a lesson on '*Gold*.'

80. Write out full notes of a lesson on '*Cleanliness*.'

81. Give notes of a lesson showing how you would direct a class to write the word 'intentionally' both in large and in small hand, and how you would correct the common faults.

82. Write full notes of a lesson on *The Fox*.

83. Write full notes of a lesson on *English Coins*.

84. Describe fully the manner in which you would give a lesson in Dictation, and say what means you would adopt to prevent copying and to correct errors.

85. Write out an account of any naval engagement, campaign, machine, picture gallery, or exhibition of any kind which you have read about or seen.

86. Show how you would give a dictation lesson under the following heads :—

(a) Explanation of words.

(b) Division into phrases of convenient length.

(c) *Mode of correction.*

(d) After lesson, or probable mistakes.

87. Enumerate and explain, as to a first class, the punctuation marks used in our language, giving directions (with examples) for the use of each.

88. Describe, as to a first class, the Railway System of England.

89. Explain what you consider *good style* in writing.

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